

**STATE SKILL STANDARDS  
FOODS AND NUTRITION**

**Career & Technical Education**

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*Skills for Employment & Lifelong Learning*

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Prepared by:

Office of Career, Technical and Adult Education  
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700 E. Fifth Street  
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# **NEVADA STATE BOARD OF EDUCATION/ STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

**VISION:** *"Each student will achieve Nevada's expectations for learning."*

**MISSION:** *"The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success."*

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## **ACKNOWLEDGEMENTS**

The Foods and Nutrition Standards writing project was drafted and reviewed by Nevada foods and nutrition instructors. The Nevada Department of Education wishes to acknowledge the contributions of those who worked on the development of these standards.

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### **Vision**

Meeting the Foods and Nutrition Standards will provide students with skills for personal, family life, and towards becoming a professional in the foods and nutrition fields.

### **Mission**

The mission of Foods and Nutrition Education is to prepare students for family life, community life and careers in the foods and nutrition fields by creating opportunities to develop the knowledge, skills, attitudes and behaviors needed to:

- Analyze career paths within the foods and nutrition industry.
- Examine factors that influence food choices.
- Evaluate the nutritional needs of individuals and families in relation to health and wellness.
- Integrate knowledge, skills and practices in sanitation and safety.
- Employ kitchen resource management.
- Apply knowledge, skills and practices of food preparation techniques.
- Employ principles of meal management.
- Make informed consumer choices.
- Achieve competence in workplace readiness, career development and lifelong learning.

The Foods and Nutrition Standards were developed with state involvement from local education agencies. Career and Technical Education Administrators at the secondary and postsecondary level were mailed nomination forms. Member and facilitator selection was based on the nominations received by the Office of Career, Technical, and Adult Education. Members of the Foods and Nutrition team represent rural and urban areas as well as diverse teaching assignments.

After the standards were written, community stakeholders were asked to provide feedback by reviewing the standards at various locations across the state. Based on information gathered during these sessions, standards were revised as necessary. Finally, the standards were presented and approved by the Nevada State Board for Career and Technical Education.

Adaptability and accessibility are important elements of the Nevada Foods and Nutrition Standards. The standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, interests or motivations. The Foods and Nutrition Standards format consists of three levels: the content standard, the performance standard, and performance indicators. The Foods and Nutrition Standards include competency-based, conceptual and process perspectives.

The content standard provides a broad description to assist individuals in understanding the content of the area. This standard is designed to provide a general description and overall direction.

The performance standard is directly related to the body of knowledge, skills, and practices of foods and nutrition. The verbs for performance standards are written in an action form.

The performance indicator further defines the knowledge, skills and practices of the performance standard and provides the basis for measurement criteria. They are composed of action verbs and the contents that should be acted upon.

The Foods and Nutrition Standards are designed to encourage the interaction of academic, employability and Foods and Nutrition Standards. Each set of Foods and Nutrition content standards have been cross-walked with Nevada Academic standards for English Language Arts, Mathematics and Science.

As districts revise, update and develop foods and nutrition programs and courses, the Foods and Nutrition Standards will be used to design curriculum, course sequence and delivery systems to meet the requirements of the food and nutrition industries and personal needs. It is anticipated that foods and nutrition courses across the state will be aligned with the standards to provide a consistent rigorous curriculum in which students will gain knowledge and skills to be successful in foods and nutrition applications.

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**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 1.0: Food Choices: Examine factors that influence food choices.**

<b>Performance Standard 1.1 Examine physiological, psychological, and sociological influences in food choices.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Explore how individual senses affect food choices.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>1.1.1 Explain how culture, family, and friends affect food choices.</li><li>1.1.2 Analyze the effect of emotions on food choices.</li><li>1.1.3 Examine the effects of advertising media on food choices.</li><li>1.1.4 Predict how lifestyle choices and personal goals will affect future health and wellness.</li><li>1.1.5 Describe how food relieves hunger and improves wellness.</li><li>1.1.6 Use the decision-making process to make food choices.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Recognize the influence of food: lifestyles, trends, traditions, pressures and functions.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 7.12.1, 8.12.2, 8.12.4

Math: 1.12.8

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 1.0: Food Choices: Examine factors that influence food choices.**

<b>Performance Standard 1.2 Investigate the impact of global/local conditions and technology on food supply.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Summarize global food challenges.</li><li>• Compare positive and negative impacts of genetically modified foods.</li><li>• Examine political influences on food availability.</li></ul>
<b>MEETS STANDARD</b>	1.2.1 List factors that affect the food supply. 1.2.2 Analyze how the influences of agriculture, technology, economics and politics affect production and availability.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Explore geographic and climatic conditions that influence food production.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.7, 8.12.4

Math: 1.8.6

Science: N.12.B.1, N.12.B.2, N.12.B.3



**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 1.0: Food Choices: Examine factors that influence food choices.**

<b>Performance Standard 1.3 Examine how scientific developments affect food choices.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Analyze genetically altered food products and their impact on the market.</li><li>• Explain how science and technology have led to improved nutrition and health.</li></ul>
<b>MEETS STANDARD</b>	1.3.1 Explain how food science has expanded food choices. 1.3.2 Describe how packaging technology affects the quality and shelf life of foods. 1.3.3 Compare processed to unprocessed food products.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Recognize the role of food science and technology in food choices.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.7, 7.12.1, 8.12.2

Science: N.12.B.1, N.12.B.2, N.12.B.3, N.12.B.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 2.0: Nutrition: Evaluate the nutritional needs of individuals and families in relation to health and wellness.**

<b>Performance Standard 2.1 Explore the effect of nutrients on the human body.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Assess the effect of nutrients on health, appearance and peak performance.</li><li>• Name and describe common digestive disorders.</li><li>• Assess the chemical processes involved in the breakdown and utilization of nutrients in the body.</li></ul>
<b>MEETS STANDARD</b>	<p>2.1.1 Outline nutrient, nutrient functions and their sources.</p> <p>2.1.2 Explain the impact of nutrients on your body and health.</p> <p>2.1.3 Distinguish between the functions of the major parts of the digestive system.</p> <p>2.1.4 Analyze the effects of nutrient toxicity and deficiencies.</p> <p>2.1.5 Recognize how nutrients are absorbed, transported, and stored in the body.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• List the six basic nutrient groups.</li><li>• Explain solubility of nutrients.</li></ul>

Nevada Academic Standards Correlation:

English: 2.12.3, 6.12.7, 7.12.1

Math: 1.12.8, Process Standard D:9-12

Science: L.12.B.1, L.12.B.2, L.12.B.3, P.12.A.2

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 2.0: Nutrition: Evaluate the nutritional needs of individuals and families in relation to health and wellness.**

<b>Performance Standard 2.2 Examine the nutritional needs of individuals and families throughout the life cycle.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Integrate knowledge of nutritional needs and/or problems into a case study demonstrating an appropriate dietary plan.</li> <li>• Develop a dietary modification plan to accommodate allergies and intolerances to specific foods.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.2.1 Research the relationship of nutritional needs and wellness to individual/family health throughout the life cycle.</p> <p>2.2.2 Discuss nutritional problems associated with each stage of the life cycle.</p> <p>2.2.3 Distinguish between food allergies and intolerances.</p> <p>2.2.4 Recognize signs and symptoms of food allergies and intolerances.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List and describe the stages of the life cycle.</li> <li>• Identify special nutritional needs for each stage.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 6.12.9, 7.12.1, 8.12.2

Math: 1.8.6

Science: L.12.B.2

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 2.0:** Nutrition: Evaluate the nutritional needs of individuals and families in relation to health and wellness.

<b>Performance Standard 2.3 Assess the impact of individual food choices in relation to disease prevention, weight management and wellness.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Design a food and fitness plan for an individual.</li> <li>• Critique the effects of the media and societal pressures on the etiology of eating disorders.</li> <li>• Assess nutritional needs for a physically active individual or athlete.</li> </ul>
<b>MEETS STANDARD</b>	<p>2.3.1 Analyze disease prevention and promotion of wellness in relation to food choices.</p> <p>2.3.2 Calculate food consumption in relation to energy output.</p> <p>2.3.3 Describe the effects of diet fads, eating disorders, and food addictions on health.</p> <p>2.3.4 Correlate basal metabolic rate to weight management.</p> <p>2.3.5 Illustrate portion control and activity level relative to weight management.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify characteristics of disordered eating patterns and eating disorders.</li> <li>• Discuss the meaning and value of wellness.</li> <li>• Access government databases such as <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> regarding activity levels.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 7.12.1, 8.12.2

Math: 1.12.8, 3.12.3, Process Standard A:9-12, Process Standard D:9-12

Science: L.12.B.2

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 2.0: Nutrition: Evaluate the nutritional needs of individuals and families in relation to health and wellness.**

<b>Performance Standard 2.4 Utilize nutritional principles and technology when managing food intake.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Explore global dietary practices in relation to the health and wellness of the population.</li> </ul>
<b>MEETS STANDARD</b>	2.4.1 Modify lifestyles in relation to the principles outlined by the USDA Dietary Guidelines. 2.4.2 Create a personal wellness plan. 2.4.3 Perform a personal dietary analysis utilizing current technology.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Access government databases such as <a href="http://www.mypyramid.gov">www.mypyramid.gov</a> regarding nutritional principles and recommendations.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2

Math: 1.12.8, 3.12.4, Process Standard A:9-12, Process Standard D:9-12

Science: N.12.A.1, N.12.A.2, N.12.A.3, N.12.A.6, N.12.B.1

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 2.0: Nutrition: Evaluate the nutritional needs of individuals and families in relation to health and wellness.**

<b>Performance Standard 2.5 Nutritional management procedures related to health conditions.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Plan recipes/menus for special health conditions.</li><li>• Modify traditional cooking methods and ingredients to accommodate health conditions.</li><li>• Critique foods that are associated with current health issues.</li></ul>
<b>MEETS STANDARD</b>	<p>2.5.1 Design strategies that meet the needs of individuals with health conditions.</p> <p>2.5.2 Characterize alternative dietary choices in relation to managing health conditions.</p> <p>2.5.3 Investigate foods that are associated with current health issues.</p> <p>2.5.4 Describe health problems that may occur along the food chain.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Define health.</li><li>• Identify current health issues.</li><li>• List the steps in the food chain.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2

Science: L.12.B.2

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 3.0: Sanitation and Safety: Integrate knowledge, skills and practices in sanitation and safety.**

<b>Performance Standard 3.1 Determine microorganisms in foods that cause illness.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Research, analyze and report the findings of an outbreak of food-borne illness.</li> <li>• Employ safe preservation techniques to home-processed foods.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.1.1 Practice safe food-handling techniques and prevention of food-borne illnesses</p> <p>3.1.2 Categorize physical, biological and chemical causes of food-borne illnesses.</p> <p>3.1.3 Identify food-borne illnesses and their causes.</p> <p>3.1.4 Identify potentially hazardous foods and processing methods.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define food-borne illness.</li> <li>• List potential food contaminants.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 8.12.4

Science: L.12.C.1

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 3.0: Sanitation and Safety: Integrate knowledge, skills and practices in sanitation and safety.**

<b>Performance Standard 3.2 Use safe food-handling principles during all food-handling processes to minimize risks of food-borne illnesses.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify critical control points.</li> <li>• Develop and implement a HACCP (Hazard Analysis Critical Control Point) flow chart.</li> </ul>
<b>MEETS STANDARD</b>	<p>3.2.1 Practice preventative measures when shopping for, storing, and preparing food to avoid food-borne illnesses.</p> <p>3.2.2 Practice proper temperature control and use of thermometers.</p> <p>3.2.3 Investigate local health standards and regulations for safe food-handling practices.</p> <p>3.2.4 Discuss the roles of food producers, food processors, government agencies and consumers in the protection of the food supply.</p> <p>3.2.5 Locate health inspection reports.</p> <p>3.2.6 Demonstrate appropriate procedures for reporting unsafe food-handling practices.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Practice appropriate personal hygiene/health procedures.</li> <li>• Identify the procedure for reporting symptoms of illness.</li> <li>• Discuss the role of a health inspector.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 8.12.4

Math: 1.12.8, 3.12.3, Process Standard A:9-12

Science: P.12.C.5, L.12.C.1



**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 3.0: Sanitation and Safety: Integrate knowledge, skills, and practices in sanitation and safety.**

<b>Performance Standard 3.3 Utilize the proper techniques for cleaning, sanitation and resource management.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Develop and implement a plan for recycling.</li> <li>• Compare and contrast a variety of cleaning products, equipment and techniques.</li> </ul>
<b>MEETS STANDARD</b>	3.3.1 Apply proper dishwashing techniques. 3.3.2 Utilize proper hand-washing procedures and frequency. 3.3.3 Assemble, use and store cleaning supplies for intended purposes. 3.3.4 Practice proper disposal and recycling. 3.3.5 Apply proper cleaning and sanitizing techniques.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the value of proper personal hygiene.</li> <li>• Identify ways of recycling in the kitchen.</li> <li>• Differentiate between clean and sanitized.</li> </ul>

Nevada Academic Standards Correlation:  
 Science: L.12.C.1, L.12.C.3, N.8.A.5

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 3.0:** Sanitation and Safety: Integrate knowledge, skills, and practices in sanitation and safety.

<b>Performance Standard 3.4 Apply procedures to prevent accidents and identify appropriate treatment of injuries.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Complete first aid /CPR certification.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>3.4.1 Simulate basic first aid procedures to treat minor kitchen injuries.</li><li>3.4.2 Practice skills to prevent cuts, burns, and falls.</li><li>3.4.3 Apply proper fire and electrical safety procedures.</li><li>3.4.4 Utilize proper clothing and protective gear in the kitchen.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• List causes and preventive measures for accidents and injuries.</li></ul>

Nevada Academic Standards Correlation:

Science: N.8.A.5, N.12.A.4, N.12.A.5, P.12.C.5, P.12.C.6

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 4.0: Kitchen Resource Management: Employ kitchen resource management.**

<b>Performance Standard 4.1 Explain design, organization and management of kitchens.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Justify the design for an ideal kitchen.</li></ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"><li>4.1.1 Evaluate kitchen design, work and storage areas.</li><li>4.1.2 Differentiate the intended use, storage and cleaning of large and small wares.</li><li>4.1.3 Demonstrate safety when using kitchen equipment.</li><li>4.1.4 Interpret equipment warranty information.</li></ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify work areas in the kitchen.</li><li>• Name the major and small appliances and utensils found in the kitchen.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2

Science: N.8.A.5, N.12.A.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 4.0: Kitchen Resource Management: Employ kitchen resource management.**

<b>Performance Standard 4.2 Examine the use of recipes.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Critique multi-tasking in a variety of food-related scenarios.</li> <li>• Evaluate a time-work schedule for food preparation using multi-tasking.</li> <li>• Produce a quality product from any given recipe.</li> </ul>
<b>MEETS STANDARD</b>	4.2.1 Differentiate recipe formats. 4.2.2 Demonstrate proper measuring techniques. 4.2.3 Calculate and adjust a recipe yield. 4.2.4 Compose a time-work schedule for food preparation using multi-tasking as needed. 4.2.5 Memorize essential measuring equivalents and abbreviations. 4.2.6 Apply guidelines for selecting recipes. 4.2.7 Utilize resources for information on making substitutions. 4.2.8 Determine reliable recipe sources. 4.2.9 Produce the intended product following a given recipe.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify abbreviations in recipes.</li> <li>• Understand the steps when following a recipe.</li> <li>• Categorize measuring techniques according to dry vs. liquid ingredients.</li> <li>• List the guidelines for written recipes.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2

Math: 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12

Science: N.12.A.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 4.0: Kitchen Resource Management: Employ kitchen resource management.**

<b>Performance Standard 4.3 Interpret terminology for food preparation and cooking.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Assess and appraise usage of food preparation and cooking terminology.</li></ul>
<b>MEETS STANDARD</b>	4.3.1 Define and apply food preparation and cooking terminology used in recipes. 4.3.2 Paraphrase terms used in recipe production.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Define terms used in different preparation and cooking methods.</li></ul>

Nevada Academic Standards Correlation:  
Language Arts: 2.12.3  
Science: N.12.A.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0: Food Preparation: Apply knowledge, skills and techniques used in food preparation.**

<b>Performance Standard 5.1 Demonstrate selection and preparation of grain products.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Analyze food-preservation techniques.</li> <li>• Critique various recipes using grain products.</li> <li>• Create a recipe using grain products.</li> <li>• Modify a recipe to meet specific dietary needs.</li> <li>• Compare and contrast nutrient values of grain products.</li> </ul>
<b>MEETS STANDARD</b>	5.1.1 Select appropriate starches and grains for intended uses. 5.1.2 Utilize preparation and cooking methods for starches and grains. 5.1.3 Describe purchasing and storage of starches and grains. 5.1.4 Distinguish between key nutrients found in starches and grains. 5.1.5 Explain the processing and transportation methods used in commercial distribution of starches and grains.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Label the structure of whole grain kernels.</li> <li>• Identify different types of grains, grain products and starches.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard B:9-12, Process Standard D:9-12

Science: P.12.A.5, P.12.A.6

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0:** Food Preparation: Apply knowledge, skills and techniques used in food preparation.

<b>Performance Standard 5.2 Demonstrate selection and preparation of fruits and vegetables.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze food-preservation techniques.</li> <li>Critique various recipes using fruits and vegetables.</li> <li>Create recipes using fruits and/or vegetables.</li> <li>Modify a recipe to meet specific dietary needs.</li> <li>Compare and contrast nutrient values of fruits and vegetables.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.2.1 Select appropriate fruits and vegetables for intended uses.</p> <p>5.2.2 Utilize preparation and cooking methods that retain nutrients in fruits and vegetables.</p> <p>5.2.3 Describe purchasing and storage of fruits and vegetables.</p> <p>5.2.4 Distinguish between key nutrients found in fruits and vegetables.</p> <p>5.2.5 Explain the processing and transportation methods used in commercial distribution of fruits and vegetables.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Classify different types of fruits and vegetables.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard B:9-12, Process Standard D:9-12

Science: P.12.A.5, P.12.C.5

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0: Food Preparation: Apply knowledge, skills and techniques used in food preparation.**

<b>Performance Standard 5.3 Demonstrate selection and preparation of protein-based foods.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze food-preservation techniques.</li> <li>Critique various recipes using protein-based foods.</li> <li>Create a protein-based recipe.</li> <li>Modify a recipe to meet specific dietary needs.</li> <li>Compare and contrast nutrient values of protein-based foods.</li> <li>Explain the transportation methods used in commercial distribution of protein-based foods.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.3.1 Select appropriate protein-based foods for intended uses.</p> <p>5.3.2 Utilize preparation and cooking methods for protein-based foods that retain optimum quality.</p> <p>5.3.3 Describe purchasing and storage of protein-based foods.</p> <p>5.3.4 Distinguish between key nutrients found in protein-based foods.</p> <p>5.3.5 Explain the processing techniques used in production of protein-based foods.</p> <p>5.3.6 Identify the different grading standards for protein-based foods.</p> <p>5.3.7 Classify wholesale and retail cuts of meats.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Classify different types of protein-based foods.</li> <li>Define cooking methods for protein-based foods.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard B:9-12, Process Standard D:9-12

Science: P.12.A.5, P.12.C.5



**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0: Food Preparation: Apply knowledge, skills and techniques used in food preparation.**

<b>Performance Standard 5.4 Demonstrate selection and preparation of dairy products.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze food-preservation techniques.</li> <li>Critique various recipes using dairy products.</li> <li>Create a recipe using a variety of dairy products.</li> <li>Modify a recipe to meet specific dietary needs.</li> <li>Compare and contrast nutrient values of dairy products.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.4.1 Select appropriate dairy products for intended uses.</p> <p>5.4.2 Utilize preparation and cooking methods for dairy products that retain optimum quality.</p> <p>5.4.3 Describe purchasing and storage of dairy products.</p> <p>5.4.4 Distinguish between key nutrients found in dairy products.</p> <p>5.4.5 Explain the processing techniques used in production of dairy products.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Categorize different types of dairy products.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard B:9-12, Process Standard D:9-12

Science: P.12.A.5, P.12.C.5

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0: Food Preparation: Apply knowledge, skills and techniques used in food preparation.**

<b>Performance Standard 5.5 Demonstrate selection and preparation of baked products.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze food-preservation techniques.</li> <li>Critique various recipes using baking ingredients.</li> <li>Create a recipe using baking ingredients.</li> <li>Modify a recipe to meet specific dietary needs.</li> <li>Compare and contrast nutrient values of baked products.</li> <li>Compare and contrast the selection, quality and price of ready-made vs. homemade baked products.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.5.1 Select appropriate baking ingredients for intended uses.</p> <p>5.5.2 Utilize a variety of mixing and preparation methods to produce optimum quality in baked products.</p> <p>5.5.3 Describe purchasing and storage methods for baked products.</p> <p>5.5.4 Distinguish between key nutrients found in baked products.</p> <p>5.5.5 Explain the processing techniques used in production of baked products.</p> <p>5.5.6 Identify the function and proportion of ingredients in baked products.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Categorize different types of baked products.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard B:9-12, Process Standard D:9-12

Science: P.12.A.5, P.12.C.5

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 5.0: Food Preparation: Apply knowledge, skills and techniques used in food preparation.**

<b>Performance Standard 5.6 Demonstrate appreciation, selection and preparation of globally diverse foods.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare cooking and serving methods from different regions of the world.</li> <li>• Participate in a Career and Technical Student Organization's food competition.</li> </ul>
<b>MEETS STANDARD</b>	<p>5.6.1 Explain how climate, geography and culture influence food choices.</p> <p>5.6.2 Prepare foods from different regions of the world.</p> <p>5.6.3 Explore flavors and tastes representative of different regions of the world.</p> <p>5.6.4 Investigate evolving cultures and dietary changes due to environmental conditions.</p> <p>5.6.5 Identify how global cuisines have been adopted into the local community.</p> <p>5.6.6 Explore ingredients indigenous to regions of the world.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify foods native to a variety of geographic locations.</li> <li>• Label the major cuisines of the world.</li> <li>• Appreciate the diversity of cultures of the world.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Science: N.12.B.1, N.12.B.2, N.12.B.3, N.12.B.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 6.0: Meal Management: Employ the principles of meal management.**

<b>Performance Standard 6.1 Demonstrate skills involved in meal planning.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Construct a weekly menu for a family of four.</li> <li>• Design an aesthetically pleasing meal served to a school population.</li> <li>• Organize a food fundraiser that meets the local wellness guidelines.</li> </ul>
<b>MEETS STANDARD</b>	6.1.1 Plan menus to include a variety of flavors, colors, textures, shapes, sizes and temperatures. 6.1.2 Assemble menus that are nutritionally balanced. 6.1.3 Analyze the importance of portion control in food presentation. 6.1.4 Create a food product using leftover foods. 6.1.5 Manipulate a recipe to create a make-ahead dish. 6.1.6 Generate a budget for a low-cost family meal plan.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Use basic menu planning principles for creating a meal.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.2, 6.12.7, 6.12.8, 8.12.4

Math: 1.8.6, 1.12.8, Process Standard D:9-12

Science: L.12.B.2

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 6.0: Meal Management: Employ the principles of meal management.**

<b>Performance Standard 6.2      Establish a dining atmosphere.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Create a thematic dining atmosphere.</li><li>• Develop a checklist for serving family meals.</li><li>• Participate in a Career and Technical Student Organization competition.</li></ul>
<b>MEETS STANDARD</b>	6.2.1 Demonstrate basic methods for serving a meal. 6.2.2 Arrange tableware for a complete meal. 6.2.3 Evaluate how the dining atmosphere affects the eating experience.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify tableware.</li><li>• Set a basic table.</li><li>• Describe a pleasant mealtime experience.</li></ul>

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 6.0: Meal Management: Employ the principles of meal management.**

<b>Performance Standard 6.3    Incorporate etiquette for entertaining and social occasions.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Plan and execute a social event for entertaining others.</li> <li>• Conduct a survey of tipping practices and illustrate the results.</li> </ul>
<b>MEETS STANDARD</b>	6.3.1 Demonstrate appropriate table manners. 6.3.2 Simulate a formal and informal social occasion. 6.3.3 Explain the appropriate etiquette for a variety of formal and informal dining occasions. 6.3.4 Calculate gratuities when dining out. 6.3.5 Express the proper communication techniques for dining complaints and compliments. 6.3.6 Model cell phone etiquette for social situations.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify formal and informal social occasions.</li> <li>• List proper manners when dining.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 6.12.2, 6.12.7, 6.12.8, 8.12.2, 8.12.4

Math: 1.12.8, Process Standard A:9-12, Process Standard D:9-12

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 6.0: Meal Management: Employ the principles of meal management.**

<b>Performance Standard 6.4 Integrate creative food additions to meals and occasions.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explore how to grow and store herbs and spices.</li> <li>• Preserve food product(s).</li> <li>• Create a gift using one or more homemade food items.</li> </ul>
<b>MEETS STANDARD</b>	6.4.1 Use safety and sanitation guidelines when designing and preparing food as gifts. 6.4.2 Complement foods with herbs, spices and/or flavorings to enhance quality. 6.4.3 Use garnishing and other techniques to make foods more appealing.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize common herbs, spices and flavorings.</li> <li>• List various food gifts.</li> </ul>

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 7.0: Consumerism: Make informed consumer choices.**

<b>Performance Standard 7.1 Evaluate information to determine fact from fiction.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Investigate the use of supplements in nutrition and fitness.</li><li>• Compete in a Career and Technical Student Organization event.</li></ul>
<b>MEETS STANDARD</b>	7.1.1 Evaluate appropriate and inappropriate use of dietary supplements. 7.1.2 Examine information and various sources to determine nutritional reliability. 7.1.3 Research the effectiveness and safety of dietary supplements.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify dietary supplements.</li><li>• List entities that provide information to consumers.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.7, 6.12.9, 8.12.2

Science: N.12.A.1, N.12.A.2, N.12.A.3, N.12.A.4



**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 7.0: Consumerism: Make informed consumer choices.**

<b>Performance Standard 7.2 Utilize food product packaging and labels.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Construct a label for a new food product.</li><li>• Interpret a variety of food product labels to develop a plan for healthy eating.</li></ul>
<b>MEETS STANDARD</b>	<p>7.2.1 Explain food-packaging requirements.</p> <p>7.2.2 Determine the legal definition of claims found on food labels.</p> <p>7.2.3 Validate the importance of regulations and legislation regarding food labeling.</p> <p>7.2.4 Translate the meaning of product dates and codes.</p> <p>7.2.5 Investigate the purpose and potential risks of additives.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Identify information on food labels and packaging.</li><li>• List products that are required to have food labels.</li></ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.3, 8.12.2

Math: 1.12.8

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 7.0: Consumerism: Make informed consumer choices.**

<b>Performance Standard 7.3 Analyze consumer rights and responsibilities in shopping decisions.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate features and warranties when purchasing equipment.</li> <li>• Design an advertisement.</li> <li>• Portray consumer etiquette while shopping.</li> <li>• Predict how using a food budget can help control spending on food.</li> </ul>
<b>MEETS STANDARD</b>	<p>7.3.1 Identify factors that affect food costs.</p> <p>7.3.2 Comparison shop to decide what form of food to buy.</p> <p>7.3.3 Evaluate types of stores when deciding where to shop.</p> <p>7.3.4 Compare and contrast unit pricing when purchasing food.</p> <p>7.3.5 Compose a consumer business letter regarding a product or service.</p> <p>7.3.6 Examine impact of store atmosphere on purchasing decisions.</p> <p>7.3.7 Illustrate the order of selecting foods for optimum quality.</p> <p>7.3.8 Calculate food costs.</p> <p>7.3.9 Identify programs that offer food assistance to individuals and families.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List sources of consumer information.</li> <li>• Map a store layout.</li> <li>• Identify multiple ways a food can be packaged and/or sold.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 6.12.1, 6.12.2, 6.12.5, 6.12.6, 6.12.7, 6.12.8, 8.12.4

Math: 1.8.6, 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard D:9-12

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 8.0:** Career Exploration: Analyze career paths within the food and nutrition industry.

<b>Performance Standard 8.1 Describe the history, traditions and current trends in the food and nutrition industry.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze future trends in the food and nutrition industry.</li> <li>Participate in a Career and Technical Student Organization by entering a competition.</li> </ul>
<b>MEETS STANDARD</b>	<p>8.1.1 Research current trends in the food and nutrition industry using current technology.</p> <p>8.1.2 Describe historical trends in the food and nutrition industry.</p> <p>8.1.3 Examine historical changes and innovations in food products and equipment.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Recognize trends in the food and nutrition industry.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 3.12.7, 4.12.4, 5.12.7, 7.12.1

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 8.0: Career Exploration: Analyze career paths within the food and nutrition industry.**

<b>Performance Standard 8.2 Analyze career paths and opportunities in the food and nutrition industry.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze steps required to achieve professional goals.</li> <li>Develop a career portfolio.</li> <li>Participate in a Career and Technical Student Organization by entering a competition.</li> </ul>
<b>MEETS STANDARD</b>	<p>8.2.1 Explore career opportunities in the food and nutrition industry.</p> <p>8.2.2 Examine job descriptions in the food and nutrition industry.</p> <p>8.2.3 Analyze the future employment outlook in the food and nutrition industry.</p> <p>8.2.4 Develop career goals.</p> <p>8.2.5 Perform different jobs/tasks in the food and nutrition industry.</p> <p>8.2.6 Determine training and education requirements for various levels of employment in the food and nutrition industry.</p> <p>8.2.7 Determine how interests, abilities, personal priorities, benefits and family responsibilities affect career choices.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify jobs in the food and nutrition industry.</li> <li>Compare rewards and demands for various levels of employment in a variety of careers.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 4.12.7, 5.12.4

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 8.0:** Career Exploration: Analyze career paths within the food and nutrition industry.

<b>Performance Standard 8.3 Explore opportunities for entrepreneurial endeavors in the food and nutrition industry.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Assess characteristics needed to be a successful entrepreneur.</li> <li>• Formulate contingency plans for solving business-related problems.</li> <li>• Develop a business plan.</li> <li>• Participate in a Career Technical Student Organization by entering a competition.</li> <li>• Participate in a school-based business.</li> <li>• Utilize the Internet to research the legal requirements and resources needed for starting a business.</li> </ul>
<b>MEETS STANDARD</b>	<p>8.3.1 Describe entrepreneurial opportunities in the food and nutrition industry.</p> <p>8.3.2 Explain the characteristics of a successful entrepreneur.</p> <p>8.3.3 Identify the advantages and disadvantages of owning a business.</p> <p>8.3.4 Identify the components of a business plan.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the characteristics of a successful entrepreneur.</li> <li>• Describe the relationship between an employer and employee.</li> <li>• Investigate entrepreneurial opportunities in the food and nutrition industry.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 6.12.2, 6.12.7, 6.12.8

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 8.0: Career Exploration: Analyze career paths within the food and nutrition industry.**

<b>Performance Standard 8.4 Examine educational opportunities for careers in the food and nutrition industry.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Visit a technical/trade school, community college or university to explore educational opportunities in the food and nutrition industry.</li> <li>• Participate in a Career and Technical Student Organization by entering a competition.</li> <li>• Complete the postsecondary education application process.</li> <li>• Complete the financial aid process.</li> </ul>
<b>MEETS STANDARD</b>	<p>8.4.1 Research and evaluate postsecondary educational programs that enhance career advancement, promote lifelong learning and that lead to high-skill, high-wage jobs.</p> <p>8.4.2 Participate in college fairs or consult a college recruiter or alumni.</p> <p>8.4.3 Investigate apprenticeships and trade unions.</p> <p>8.4.4 Identify types of financial aid: grants, loans, scholarships.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the need for postsecondary education and training.</li> <li>• List the benefits of postsecondary education and training.</li> <li>• Identify types of postsecondary programs.</li> </ul>

**FOODS AND NUTRITION**  
**Content and Performance Standards**

**Content Standard 8.0: Career Exploration: Analyze career paths within the food and nutrition industry.**

<b>Performance Standard 8.5 Examine the impact of local, state, national and global economies on food and nutrition occupations.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Anticipate future impact of local, state, national and global economies on food and nutrition occupations.</li> <li>• Research a period of economic growth or downsizing and its impact on food and nutrition occupations.</li> </ul>
<b>MEETS STANDARD</b>	<p>8.5.1 Differentiate between local, state, national and global economies.</p> <p>8.5.2 Examine the effects of economics on food and nutrition occupations.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define local, state, national and global economies.</li> <li>• Describe a period of economic growth or downsizing and its impact on food and nutrition occupations.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.4, 8.12.4

Math: 1.8.6, 1.12.8

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.1 Demonstrate problem-solving skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Justify actions for specific situations.</li> <li>• Counsel peers in the problem-solving process.</li> <li>• Develop a complex work or family-related problem scenario. Solve the problem using the appropriate steps in the problem-solving process and create an action plan to avoid the problem situation in the future.</li> <li>• Develop methods to analyze the advantages and disadvantages of alternative solutions.</li> <li>• Evaluate the benefits of solving a work or family-related problem.</li> </ul>
<b>MEETS STANDARD</b>	<p>9.1.1 Solve a work-related problem using the appropriate steps in the problem-solving process.</p> <p>9.1.2 Demonstrate brainstorming techniques.</p> <p>9.1.3 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems.</p> <p>9.1.4 Create an action plan based upon a solution to a work-related problem.</p> <p>9.1.5 Identify the benefits of solving a work-related problem.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify steps in the problem-solving process.</li> <li>• Identify alternative solutions to a problem.</li> <li>• Identify the basic components of an action plan.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.7, 5.12.4, 5.12.7, 6.12.2, 6.12.7, 6.12.8, 7.12.1, 8.12.2, 8.12.4

Math: Process Standard A:9-12, Process Standard D:9-12



**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.2 Demonstrate critical-thinking skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"><li>• Judge accuracy of information.</li><li>• Analyze how critical-thinking skills affect work performance.</li><li>• Collect sufficient factual or textual evidence; analyze evidence objectively; make careful inferences and create a tenable argument to support a position or viewpoint.</li></ul>
<b>MEETS STANDARD</b>	<p>9.2.1 Demonstrate critical-thinking skills necessary in the workplace.</p> <p>9.2.2 Explain how emotional thinking and logical thinking affect decision making in the workplace.</p> <p>9.2.3 Explain the difference between reliable and unreliable observations and statements of facts.</p> <p>9.2.4 Recognize patterns or relationships through observation and discovery.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"><li>• Define critical thinking.</li><li>• Identify the essential steps of critical thinking.</li><li>• Define emotional and logical thinking.</li></ul>

Nevada Academic Standards Correlation:  
Language Arts: 8.12.2, 8.12.4

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.3 Demonstrate the ability to speak, read, write and listen effectively.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Teach communication skills to others.</li> <li>• Develop written information in documents: job descriptions, recipes, work plans and menus.</li> <li>• Summarize communication within the hierarchy of the workplace.</li> </ul>
<b>MEETS STANDARD</b>	<p>9.3.1 Explain the benefits of effective communication skills in the workplace.</p> <p>9.3.2 Interpret and respond to verbal and nonverbal messages.</p> <p>9.3.3 Demonstrate proper telephone etiquette.</p> <p>9.3.4 Communicate thoughts, ideas and information.</p> <p>9.3.5 Organize ideas and communicate orally: demonstrate job skills to others.</p> <p>9.3.6 Locate, understand and interpret written information in documents such as menus, recipes, manuals, graphs and schedules.</p> <p>9.3.7 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>9.3.8 Organize information into the appropriate format in accordance with standard practices.</p> <p>9.3.9 Demonstrate sensitivity to diversity.</p> <p>9.3.10 Identify common communication barriers and methods for improving communication.</p> <p>9.3.11 Use standard practices ,which include pre-writing, drafting, proofreading, editing/revising and preparing final copy.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define verbal and nonverbal communication.</li> <li>• Recognize the need to understand diversity for successful communication.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 7.12.1, 7.12.2, 8.12.2, 8.12.3

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.4 Demonstrate the ability to select, apply and maintain appropriate technology.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Create a presentation using current technology to depict a path to a career goal.</li> </ul>
<b>MEETS STANDARD</b>	9.4.1 Apply the use of input devices. 9.4.2 Utilize electronic research methods. 9.4.3 Explain current technology systems and how they apply to a career field. 9.4.4 Evaluate the use, benefits, efficiency, effectiveness and costs of technological developments in the workplace. 9.4.5 Explain routine maintenance and repair procedures of technological equipment.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List basic technology systems currently available.</li> <li>• Identify the use and benefits of technology in workplace, school and home.</li> <li>• Identify sources of electronic information.</li> <li>• Recognize routine maintenance and repair procedures of technological equipment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 4.12.7, 8.12.2

Math: 1.12.8, 3.12.1, 3.12.3, Process Standard A:9-12, Process Standard D:9-12

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.5 Demonstrate leadership and teamwork skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Participate in a Career and Technical Student Organization competition.</li> <li>• Evaluate teamwork performance of a completed project.</li> <li>• Participate in management experiences.</li> <li>• Develop a community service project.</li> <li>• Model leadership skills utilizing parliamentary procedures.</li> </ul>
<b>MEETS STANDARD</b>	9.5.1 Work cooperatively with others on a group project. 9.5.2 Explain skills to effectively lead and influence individuals and groups. 9.5.3 Demonstrate appropriate attitudes and behaviors for effective leadership. 9.5.4 Respect team members, team processes and team goals. 9.5.5 Implement a group's decision and evaluate the results. 9.5.6 Simulate an effective leader and team member. 9.5.7 Describe the importance of dress codes.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define characteristics of an effective team member.</li> <li>• Define the qualities of an effective team.</li> <li>• Identify leadership qualities.</li> <li>• Recognize the need for team goals.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 8.12.4

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.6 Demonstrate sound workplace ethics.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate ethical behavior in the workplace.</li> <li>• Model appropriate business practices and etiquette in diverse situations.</li> </ul>
<b>MEETS STANDARD</b>	<p>9.6.1 Defend the need for personal ethics in the workplace.</p> <p>9.6.2 Demonstrate regular attendance, promptness and willingness to follow instructions and complete an assigned task.</p> <p>9.6.3 Apply appropriate personal and professional attitudes and behaviors.</p> <p>9.6.4 Maintain a safe, clean and organized work area.</p> <p>9.6.5 Explain legal responsibilities related to individual performance, safety and customer satisfaction.</p> <p>9.6.6 Describe various types of harassment and consequences of that behavior.</p> <p>9.6.7 Comply with the confidentiality requirements of workplace policies and procedures.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define personal and workplace ethics.</li> <li>• Identify the value of good attendance, promptness and following directions.</li> <li>• Describe respectful behavior and etiquette in business.</li> </ul>

Nevada Academic Standards Correlation:  
 Language Arts: 4.12.7

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.7 Demonstrate the ability to effectively manage resources in the workplace.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Write a job description.</li> <li>• Critique strategies for balancing work and family roles.</li> </ul>
<b>MEETS STANDARD</b>	<p>9.7.1 Identify and organize human and material resources needed to complete a job assignment.</p> <p>9.7.2 Employ time management skills.</p> <p>9.7.3 Recognize management skills necessary for dealing with workplace stress, anger and substance abuse issues.</p> <p>9.7.4 Prepare a detailed work order with estimated costs.</p> <p>9.7.5 Develop a time schedule and prioritized task list to complete a job assignment.</p> <p>9.7.6 Describe the Family and Medical Leave Act.</p>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify human and material resources used in the workplace.</li> <li>• Define job description.</li> <li>• Recognize employee labor laws.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 2.12.1, 4.12.7, 5.12.4, 6.12.2, 6.12.7, 6.12.8

Math: 1.12.8, 3.12.3, Process Standard A:9-12, Process Standard D:9-12

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.8 Demonstrate career planning and development skills.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Obtain letters of recommendation.</li> <li>• Critique a portfolio.</li> <li>• Review and revise an individual career plan.</li> <li>• Participate in an organized job-shadowing activity.</li> </ul>
<b>MEETS STANDARD</b>	9.8.1 Prepare a job application. 9.8.2 Prepare a personal résumé and cover letter. 9.8.3 Complete a personal aptitude and interest inventory. 9.8.4 Participate in a job interview. 9.8.5 Establish short-term and long-term career goals. 9.8.6 Research careers in a chosen field. 9.8.7 Participate in a community service project. 9.8.8 Construct a career portfolio. 9.8.9 Create an individual career pathway plan.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify career pathway options.</li> <li>• Recognize personal interests, personality characteristics and aptitudes.</li> <li>• Identify how career choices influences family and personal life.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 7.12.1, 8.12.2, 8.12.3

**FOODS AND NUTRITION**  
**Employability Skills**

**Content Standard 9.0: Employability Skills: Achieve competence in workplace readiness, career development, and lifelong learning.**

<b>Performance Standard 9.9 Demonstrate the skills needed for job retention.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Evaluate the benefits of maintaining a long-term career plan.</li> <li>• Analyze the benefits of balancing work and family.</li> </ul>
<b>MEETS STANDARD</b>	9.9.1 Maintain a current employment/career portfolio. 9.9.2 Identify strategies for balancing work and family roles. 9.9.3 Describe the need for lifelong learning. 9.9.4 Identify strategies regarding employment in a changing economy. 9.9.5 Develop long-term career-planning strategies. 9.9.6 Identify various educational options needed for job retention and advancement. 9.9.7 Demonstrate interpersonal skills needed for job retention. 9.9.8 Identify and model sound workplace ethics such as loyalty, punctuality and initiative.
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define interpersonal skills.</li> <li>• Identify reasons jobs are reduced.</li> <li>• Recognize the benefits of lifelong learning.</li> <li>• Explain the value of networking.</li> <li>• Recognize the need for a career portfolio.</li> <li>• List strategies to maintain employment.</li> </ul>

Nevada Academic Standards Correlation:

Language Arts: 5.12.4, 5.12.7, 7.12.1, 8.12.2



## CROSSWALK OF FOODS AND NUTRITION STANDARDS AND ACADEMIC STANDARDS

### Content Standard 1.0: Food Choices – Examine factors that influence food choices.

Performance Indicators	Academic Standards
1.1.1	<p><b><u>Language Arts</u></b>  7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.  8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
1.1.2, 1.1.3	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.  8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.  8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.  <b><u>Math</u></b>  1.12.8 Identify and apply real number properties to solve problems.</p>
1.1.6	<p><b><u>Language Arts</u></b>  8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
1.2.1	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.  6.12.7 Write a variety of communications in appropriate formats.  <b><u>Math</u></b>  1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.  <b><u>Science</u></b>  N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries having varying environmental impacts.  N.12.B.3 Students know the influence of ethics on scientific enterprise.</p>
1.2.2	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.  6.12.7 Write a variety of communications in appropriate formats.  8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining</p>

	<p>possible options.</p> <p><b>Science</b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries having varying environmental impacts.</p> <p>N.12.B.3 Students know the influence of ethics on scientific enterprise.</p>
<b>1.3.1</b>	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b>Science</b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries having varying environmental impacts.</p> <p>N.12.B.3 Students know the influence of ethics on scientific enterprise.</p> <p>N.12.B.4 Students know scientific knowledge builds on previous information.</p>
<b>1.3.2</b>	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b>Science</b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries having varying environmental impacts.</p> <p>N.12.B.3 Students know the influence of ethics on scientific enterprise.</p>

**Content Standard 2.0: Nutrition – Evaluate the nutritional needs of individuals and families in relation to health and wellness.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>2.1.1</b>	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood;</p>

	<p>purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p><b><u>Science</u></b>  L.12.B.1 Students know cell structures and their functions.  L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.  P.12.A.2 Students know elements in the periodic table are arranged into groups and periods by repeating patterns and relationships.</p>
<b>2.1.2</b>	<p><b><u>Language Arts</u></b>  6.12.7 Write a variety of communications in appropriate formats.</p>
<b>2.1.2, 2.1.3</b>	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Science</u></b>  L.12.B.1 Students know cell structures and their functions.  L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p>
<b>2.1.4</b>	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Math</u></b>  1.12.8 Identify and apply real number properties to solve problems.  Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p> <p><b><u>Science</u></b>  L.12.B.1 Students know cell structures and their functions.  L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.  L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>
<b>2.2.1</b>	<p><b><u>Language Arts</u></b>  2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.  5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.  6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.  6.12.7 Write a variety of communications in appropriate formats.  6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.  6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.  7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.  8.12.2 Use precise language to describe and elicit: feelings; experiences;</p>

	<p>observations; ideas. Apply standard English to communicate ideas.</p> <p><b><u>Math</u></b></p> <p>1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.</p>
<b>2.2.2</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>2.2.3, 2.2.4, 2.3.1</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Science</u></b></p> <p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of hierarchical arrangement of differentiated cells.</p>
<b>2.3.2</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p>
<b>2.3.3</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Science</u></b></p> <p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of hierarchical arrangement of differentiated cells.</p>
<b>2.3.4</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall</p>

	<p>details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Math</u></b></p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
2.3.5	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
2.4.1	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.4 Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.</p> <p><b><u>Science</u></b></p> <p>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets.</p>
2.4.2	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p>

	<p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>2.4.3</b>	<p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>Process Standard A:9-12 Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p> <p><b><u>Science</u></b></p> <p>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.</p> <p>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>
<b>2.5.1</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>2.5.1, 2.5.2</b>	<p><b><u>Science</u></b></p> <p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of hierarchical arrangement of differentiated cells.</p>
<b>2.5.2</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood;</p>

	<p>purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
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**Content Standard 3.0: Sanitation and Safety – Integrate knowledge, skills and practices in sanitation and safety.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>3.1.1, 3.1.2, 3.2.1</b>	<p><b><u>Science</u></b> L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<b>3.1.2</b>	<p><b><u>Language Arts</u></b> 2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>3.2.2</b>	<p><b><u>Math</u></b> 1.12.8 Identify and apply real number properties to solve problems. 3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations. Process Standard A:9-12 Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem. <b><u>Science</u></b> P.12.C.5 Students know the relationship between heat and temperature.</p>
<b>3.2.3</b>	<p><b><u>Language Arts</u></b> 2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p>
<b>3.2.4</b>	<p><b><u>Language Arts</u></b> 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options. <b><u>Science</u></b> L.12.C.1 Students know relationships of organisms and their physical environment.</p>
<b>3.3.1, 3.3.2</b>	<p><b><u>Science</u></b> L.12.C.1 Students know relationships of organisms and their physical environment. N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p>
<b>3.3.3</b>	<p><b><u>Science</u></b> N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p>
<b>3.3.4</b>	<p><b><u>Science</u></b> L.12.C.3 Students know the amount of living matter an environment can support is</p>

	<p>limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials.</p> <p>N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p>
<b>3.4.1</b>	<p><b><u>Science</u></b></p> <p>N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<b>3.4.2, 3.4.4</b>	<p><b><u>Science</u></b></p> <p>N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
<b>3.4.4</b>	<p><b><u>Science</u></b></p> <p>P.12.C.5 Students know the relationship between heat and temperature.</p> <p>P.12.C.6 Students know electricity is transferred from generating sources for consumption and practical uses.</p> <p>N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p> <p>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

**Content Standard 4.0: Kitchen Resource Management – Employ kitchen resource management.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>4.1.1</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>4.1.3</b>	<p><b><u>Science</u></b></p> <p>N.8.A.5 Students know how to use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<b>4.1.4</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p>



	<p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
4.2.1	<p><b><u>Language Arts</u></b></p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
4.2.2	<p><b><u>Math</u></b></p> <p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p><b><u>Science</u></b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.2.3	<p><b><u>Science</u></b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.2.4	<p><b><u>Language Arts</u></b></p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations.</p>
4.2.6	<p><b><u>Language Arts</u></b></p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p>
4.2.7	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p>

	<p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Apply problem-solving strategies until a solution is found or it is clear that no solution exists.</p> <p><b>Science</b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.3.1	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p><b>Science</b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
4.3.2	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p>

**Content Standard 5.0: Food Preparation – Apply knowledge, skills and techniques used in food preparation.**

Performance Indicators	Academic Standards
<p>5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.6.1, 5.6.2, 5.6.3, 5.6.4, 5.6.5, 5.6.6</p>	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<p>5.1.2, 5.1.3, 5.2.2, 5.2.3, 5.3.2, 5.3.3, 5.4.2, 5.4.3, 5.5.2, 5.5.3</p>	<p><b>Math</b></p> <p>1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.</p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new</p>

	<p>problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.</p> <p>Process Standard B:9-12 Use everyday language, both orally and in writing, communicate strategies and solutions to problems using appropriate mathematical language.</p> <p>Process Standard D9-12: Identify, explain, and apply mathematics in everyday life.</p>
<b>5.1.2</b>	<p><b>Science</b></p> <p>P.12.A.5 Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e., temperature, concentration, surface area, and agitation).</p> <p>P.12.A.6 Students know chemical reactions either release or absorb energy.</p>
<b>5.2.2, 5.3.2, 5.4.2, 5.5.2</b>	<p><b>Science</b></p> <p>P.12.C.5 Students know the relationship between heat and temperature.</p> <p>P.12.A.5 Students know chemical reactions can take place at different rates, depending on a variety of factors (i.e., temperature, concentration, surface area, and agitation).</p>
<b>5.5.6</b>	<p><b>Math</b></p> <p>Process Standard B:9-12 Use everyday language, both orally and in writing, communicate strategies and solutions to problems using appropriate mathematical language.</p>
<b>5.6.1</b>	<p><b>Science</b></p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>
<b>5.6.4, 5.6.5, 5.6.6</b>	<p><b>Science</b></p> <p>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p> <p>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries having varying environmental impacts.</p> <p>N.12.B.3 Students know the influence of ethics on scientific enterprise.</p> <p>N.12.B.4 Students know scientific knowledge builds on previous information.</p>

**Content Standard 6.0: Meal Management – Employ the principles of meal management.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>6.1.1</b>	<p><b>Language Arts</b></p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>6.1.2</b>	<p><b>Language Arts</b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity;</p>

	<p>format; technical vocabulary; text features.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> <p><b><u>Math</u></b></p> <p>1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.</p> <p><b><u>Science</u></b></p> <p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p>
<b>6.1.3, 6.1.4</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>6.1.5</b>	<p><b><u>Language Arts</u></b></p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>6.1.6</b>	<p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>6.3.3</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>6.3.4</b>	<p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p>

	<p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>6.3.5</b>	<p><b><u>Language Arts</u></b></p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>

**Content Standard 7.0: Consumerism – Make informed consumer choices.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>7.1.1, 7.1.2, 7.1.3</b>	<p><b><u>Science</u></b></p> <p>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p> <p>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analysis, decisions, and understandings of scientific investigations.</p> <p>N.12.A.3 Students know repeated experimentations allow for statistical analysis and unbiased conclusions.</p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<b>7.1.3</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.9 Write research papers by: choosing and narrowing a research topic; locating, collecting, and analyzing information from primary and secondary sources; recording information; paraphrasing and summarizing information; organizing collected information; documenting and citing sources in a consistent format. Demonstrate an understanding of the difference between original works and plagiarized works. Evaluate credibility of resources.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>7.2.1</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p>
<b>7.2.3</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.3 Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; evaluate the effectiveness of reading strategies.</p>
<b>7.3.1</b>	<p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p>
<b>7.3.5</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>6.12.1 Write essays and compositions which include: a topic sentence; supporting</p>

	<p>details; a concluding statement; a beginning, middle and end; a thesis statement; transitions. Write essays and compositions that use various organizational structures and stylistic devices.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.5 Write analyses of expository text that addresses effectiveness of the writing technique.</p> <p>6.12.6 Write persuasive essays and compositions that include: a thesis statement; supporting evidence; relevant evidence; cause/effect structure; problem/solution structure; rhetorical strategies. Write persuasive essays and compositions appropriate to audience and purpose.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p>
<b>7.3.2, 7.3.4, 7.3.8</b>	<p><b><u>Math</u></b></p> <p>1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.</p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>7.3.9</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>

**Content Standard 8.0: Career Exploration – Analyze career paths within the food and nutrition industry.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>8.1.1</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p>
<b>8.1.2, 8.1.3</b>	<p><b><u>Language Arts</u></b></p> <p>3.12.7 Analyze the influence of historical events and culture. Analyze the influence of historical events and culture on author's works. Analyze the influence of an author's work on historical events.</p> <p>4.12.4 Make inferences about an author's culture and historical viewpoints. Evaluate the influence of historical events and culture. Evaluate the influence of historical events and culture on author's works.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p>
<b>8.2.4</b>	<p><b><u>Language Arts</u></b></p>

	5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.
<b>8.2.5</b>	<b><u>Language Arts</u></b> 4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.
<b>8.3.1, 8.3.2, 8.3.3, 8.3.4</b>	<b><u>Language Arts</u></b> 5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation. 5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose. 6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details. 6.12.7 Write a variety of communications in appropriate formats. 6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.
<b>8.5.1</b>	<b><u>Language Arts</u></b> 4.12.4 Make inferences about an author's culture and historical viewpoints. Evaluate the influence of historical events and culture. Evaluate the influence of historical events and culture on author's works. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options. <b><u>Math</u></b> 1.8.6 Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations. 1.12.8 Identify and apply real number properties to solve problems.

**Content Standard 9.0: Employability Skills – Achieve confidence in workplace readiness, career development and lifelong learning.**

<b>Performance Indicators</b>	<b>Academic Standards</b>
<b>9.1.1</b>	<b><u>Math</u></b> Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.
<b>9.1.3</b>	<b><u>Language Arts</u></b> 7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience. 8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas. 8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.

<b>9.1.4</b>	<p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>9.2.1, 9.2.2</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>9.3.1, 9.3.4, 9.3.6, 9.3.8, 9.3.10, 9.3.11</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>7.12.2 Listen to and evaluate oral communications for: content; delivery; point of view; ideas; purpose; value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker's argument(s). Listen to and provide constructive feedback on oral communications.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>
<b>9.3.3</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>9.3.5</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>9.4.1, 9.4.2, 9.4.3, 9.4.4,</b>	<p><b><u>Language Arts</u></b></p>



<b>9.4.5</b>	<p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>9.4.4, 9.7.2, 9.7.4, 9.7.5</b>	<p><b><u>Math</u></b></p> <p>1.12.8 Identify and apply real number properties to solve problems.</p> <p>3.12.1 Estimate and convert between customary and metric systems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Apply technology as a tool in problem-solving situations.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>9.5.1, 9.5.4, 9.5.5</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.4 Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
<b>9.6.2</b>	<p><b><u>Language Arts</u></b></p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>
<b>9.7.1</b>	<p><b><u>Language Arts</u></b></p> <p>2.12.1 Select before reading strategies appropriate to text and purpose to: preview text; access prior knowledge; build background knowledge; set purpose for reading; make predictions; determine reading rate; determine text type.</p> <p>4.12.7 Read and follow directions to complete tasks or procedures. Evaluate directions to complete tasks or procedures for: clarity; format; technical vocabulary; text features.</p>
<b>9.7.2</b>	<p><b><u>Math</u></b></p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>9.7.4, 9.7.5</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation.</p> <p>6.12.2 Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include: logical sequence; characters; setting; plot; dialogue; figurative language; sensory details.</p> <p>6.12.7 Write a variety of communications in appropriate formats.</p> <p>6.12.8 Write directions to complete tasks or procedures with attention to: clarity; format; technical vocabulary; text features.</p> <p><b><u>Math</u></b></p> <p>1.12. Identify and apply real number properties to solve problems.</p> <p>3.12.3 Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.</p> <p>Process Standard A:9-12 Generalize solutions and apply previous knowledge to new problem-solving situations. Apply technology as a tool in problem-solving situations.</p> <p>Process Standard D:9-12 Identify, explain, and apply mathematics in everyday life.</p>
<b>9.8.1, 9.8.2, 9.8.8, 9.9.1</b>	<p><b><u>Language Arts</u></b></p> <p>5.12.4 Edit essays and compositions to ensure correct spelling of: high frequency words; content words. Edit for correct capitalization. Edit for correct use of internal</p>

	<p>and external punctuation.</p> <p>5.12.7 Prepare a legible final draft to display or share. Select a publishing format appropriate to audience and purpose.</p> <p>7.12.1 Listen for a variety of purposes including: gaining information; being entertained; understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker's attitude on audience.</p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p>
<b>9.8.4</b>	<p><b><u>Language Arts</u></b></p> <p>8.12.2 Use precise language to describe and elicit: feelings; experiences; observations; ideas. Apply standard English to communicate ideas.</p> <p>8.12.3 Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; purpose. Communicate information by: maintaining a clear focus; following a logical sequence; illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>